Anita, a special education teacher at Kennedy School, passes Jackie's fifth grade classroom, she peeks her head in to see how things are going. She knows that Jackie, who's been teaching at the school for three years, has been working especially long hours trying to accommodate the now very different needs of the students in her general education classroom. Anita notices Jackie's tired look and drooping shoulders as she glances up from working with three students who seem especially impatient for a break.

Kennedy School's recent change to a more inclusive general classroom model promises to create a better learning environment for all students, but many of the teachers share Jackie's frustrations and exhaustion. Anita continues down the hall wanting to help but she always seems to be late for the next general education lesson or a group of students she needs to work with in her resource room. She makes a mental note, however. *I have to find more time for Jackie and see how I can help her and her students.*

Jackie, like most other teachers in her building, has never had quite as much diversity of learning styles and needs in her classroom as she does now. In her class of 25, only about half of her students are reading at grade level. Many of the other students face various learning and behavior challenges: four students have learning disabilities, two deal with Attention Deficit-Hyperactivity Disorder, and one student has been classified with moderate mental retardation. Four other students are functioning more than two grade levels below their classmates, but have not been identified as having any specific type of disability. With such diversity in her classroom, sometimes Jackie returns home in the evening feeling overwhelmed by the needs of her students.

You are Anita. How do you approach Jackie to help both her and the students in her class?